

WORKPLACE SKILLS

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

READINESS (Kindergarten)

- **1WP-R1. Follow simple directions**

PO 1. Identify the source of a direction

PO 2. Complete directed work

- **1WP-R2. Relate a personal experience or other information in proper sequence**

PO 1. Recognize and distinguish between personal and other information to share

PO 2. Communicate information with a beginning, middle and end

- **1WP-R3. Speak in complete sentences**

PO 1. Include subject-predicate information in oral expression

WORKPLACE SKILLS

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

READINESS (Kindergarten)

The Readiness Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards and Performance Objectives document (shown below).

- **2M-R1. Compare and sort objects by their physical attributes**
- **2M-R2. Collect, organize and describe simple data**
- **2M-R3. Construct concrete displays of data; read and interpret elementary tables, graphs and charts**

WORKPLACE SKILLS

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

READINESS (Kindergarten)

- **3WP-R1. Share in the planning of classroom activities, specifying the goals and alternatives, and choosing the best course of action to take**

PO 1. Participate in the classroom activities

PO 2. Select goals

PO 3. Apply creative thinking skills to determine alternatives

PO 4. Use critical and creative thinking skills to choose best course of action

- **3WP-R2. Identify changing aspects of the school and community and describe the effects they have on personal decisions**

PO 1. Describe what change is

PO 2. Identify the characteristics of the various communities in which the child is a part (i.e., school, home, neighborhood, church, playground)

PO 3. Compare various communities for change

PO 4. Describe how changes in your communities affect you

WORKPLACE SKILLS

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

READINESS (Kindergarten)

- **4WP-R1. Interact positively with other students and work cooperatively as a team member on class projects**

PO 1. Demonstrate characteristics of positive behavior

PO 2. Identify roles of team members

PO 3. Interact collaboratively to obtain team results

- **4WP-R2. Demonstrate politeness and adaptability in their relations with other people**

PO 1. Practice positive manners

PO 2. Practice adaptability

WORKPLACE SKILLS

STANDARD 5

Students will demonstrate a set of marketable skills that enhance career options.

READINESS (Kindergarten)

- **5WP-R1. Describe examples of where people work and what they do**

PO 1. Describe examples of where people work and what they do

- **5WP-R2. Describe how work relates to obtaining food, clothing and shelter**

PO 1. Describe how work relates to obtaining food, clothing and shelter

- **5WP-R3. Describe appropriate behavior for different settings (e.g., in a classroom, on a bus, in an audience)**

PO 1. Compare behaviors for different settings

- **5WP-R4. Define the importance of the basic academic skills (reading, writing, listening, speaking and mathematics) in being successful at home and at school**

PO 1. Describe how/when language arts skills are used within a student's various communities

WORKPLACE SKILLS

STANDARD 6

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area net-work, telephone).

READINESS (Kindergarten)

- **6WP-R1. Understand the components of family and school systems in their daily life**

PO 1. Identify systems in your community (e.g., family, school, social, technological)

WORKPLACE SKILLS

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

READINESS (Kindergarten)

- **7WP-R1. Operate developmentally appropriate technologies (e.g., a telephone, VCR)**

PO 1. Operate developmentally appropriate technologies

WORKPLACE SKILLS

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

READINESS (Kindergarten)

- **8WP-R1. Set short-term goals**
- **8WP-R2. Allocate the time, space and materials needed to accomplish classroom activities**

WORKPLACE SKILLS

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

FOUNDATIONS (Grades 1-3)

- **1WP-F1. Describe how the five senses are used in communications**

PO 1. Identify the five senses

PO 2. Provide examples of each sense in action

- **1WP-F2. Respond to oral presentations by formulating relevant questions and opinions and summarizing accurately**

PO 1. Recognize the content of an oral presentation

PO 2. Ask questions relating to content

PO 3. State opinions relating to content

PO 4. Develop summary of relevant content

- **1WP-F3 Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)**

PO 1. Listen effectively

PO 2. Analyze/evaluate orally received information

PO 3. Respond appropriately

WORKPLACE SKILLS

- **1WP-F4. Listen to an oral presentation, evaluate, and express an opinion orally**

PO 1. Recognize the content of an oral presentation

PO 2. Develop summary of relevant content

- **1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively**

PO 1. Participate in groups

PO 2. Speak to a group

PO 3. Share writing with a group

- **1WP-F6. Write communications that have a definite audience and clear purpose, are well organized, and use appropriate conjunctions and transition words to tie ideas together**

- **1WP-F7. Determine the main idea or essential message of a text**

PO 1. Identify the main idea and relevant facts in a reading selection

PO 2. Sequence a series of events from a reading selection

PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection

PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection

WORKPLACE SKILLS

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

FOUNDATIONS (Grades 1-3)

The Foundations Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards and Performance Objectives document (see below).

- **2M-F1. Collect and analyze data using the concepts of largest, smallest, most often, least often and middle**

PO 1. Collect and record data from surveys (e.g., favorite color or food, height, ages) or experiments

PO 2. Organize (e.g., sorting, sequencing, tallying) information from surveys or experiments

PO 3. Identify largest, smallest, most often recorded (i.e., mode), least often and middle (i.e., median) using sorted data

PO 4. Formulate questions from organized data

WORKPLACE SKILLS

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

FOUNDATIONS (Grades 1-3)

- **3WP-F1 Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action**

PO 1. Apply problem solving techniques to determine a solution

PO 2. Identify methods of initiating change

PO 3. Define a variety of creative thinking skills

PO 4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues

PO 5. Identify the need for data, obtaining it from existing sources such as the library, on-line databases or field research

PO 6. Describe possible solutions to a variety of problems

- **3WP-F2. Identify methods for initiating change**

PO 1. Give examples of methods to initiate change

WORKPLACE SKILLS

- **3WP-F3. Define a variety of creative thinking skills**

PO 1. Use creative thinking skills in a variety of situations

- **3WP-F4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues**

PO 1. Identify ways of using creative thinking skills

PO 2. Apply creative thinking skills to solve workplace issues

- **3WP-F5. Identify the need for data, obtaining it from existing sources such as the library, on-line databases or field research**

PO 1. Define data, database, library and data sources, and field research

PO 2. Apply data from existing sources, such as: the library, on-line database and field research

- **3WP-F6. Describe possible solutions to a variety of problems**

PO 1. Identify possible solutions to a variety of problems

PO 2. Apply problem solving techniques to determine a solution

WORKPLACE SKILLS

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

FOUNDATIONS (Grades 1-3)

- **4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others**

PO 1. Demonstrate characteristics of positive behavior

PO 2. Identify roles of team members

PO 3. Interact collaboratively to obtain team results

- **4WP-F2. Identify the difference between decisions and accomplishments made by individuals and groups**

PO 1. Compare individual versus group decisions

PO 2. Compare individual versus group accomplishments

WORKPLACE SKILLS

- **4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure**

PO 1. Demonstrate skills necessary for positive group dynamics

- **4WP-F4. Recognize and participate in leadership roles**

PO 1. Describe leadership

PO 2. Give examples of leadership roles

PO 3. Practice leadership roles

WORKPLACE SKILLS

STANDARD 5

Students will demonstrate a set of marketable skills which enhance career options.

FOUNDATIONS (Grades 1-3)

- **5WP-F1. Explore areas of interests and possible work choices**

PO 1. Define “areas of interest”

PO 2. Describe work choices

PO 3. Discuss how interests can relate to work choices

- **5WP-F2. Demonstrate ability to make decisions which contribute to a productive school and work ethic**

PO 1. Demonstrate being dependable, trustworthy, and productive while at school

PO 2. Practice decision-making process

- **5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics**

WORKPLACE SKILLS

STANDARD 6

Students illustrate how social, organizational and technological systems function.

FOUNDATIONS (Grades 1-3)

- **6WP-F1. Identify the components and how they fit together in community and social systems**

PO 1. Discuss the relationship between systems in your community (e.g. family, school, social, technological)

WORKPLACE SKILLS

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

FOUNDATIONS (Grades 1-3)

- **7WP-F1. Identify the many uses of technology**

PO 1. Give examples of the many uses of technology

- **7WP-F2. Use technology to access information, demonstrating basic computer skills (e.g., pull-down menus, icons, passwords, key word searches)**

PO 1. Define/discuss/give examples of technology

PO 2. Operate developmentally appropriate technologies to access information

WORKPLACE SKILLS

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

FOUNDATIONS (Grades 1-3)

- **8WP-F1. Understand the relationship between the goal-setting process and the allocation of time, money, material and human resources**

PO 1. Define/discuss relationship between goal-setting and allocation of resources

- **8WP-F2. Plan class time to accomplish schoolwork goals**

PO 1. Plan class time to accomplish schoolwork goals

WORKPLACE SKILLS

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

ESSENTIALS (Grades 4-8)

- **1WP-E1. Deliver a speech clearly, with expression and in an organized fashion, making eye contact with audience, and convey the message through non-verbal as well as verbal communications**

PO 1. Prepare a coherent speech with an introduction, body, and conclusion

PO 2. Present verbal and non-verbal forms of communication in presenting the speech

PO 3. Select a variety of forms of print and non-print material to convey the message

- **1WP-E2. Describe communications practices used with sensory-impaired individuals**

PO 1. Describe more than one way to communicate with a visually-impaired individual

PO 2. Describe more than one way to communicate with a hearing-impaired individual

WORKPLACE SKILLS

- **1WP-E3. Demonstrate correct grammar and punctuation in writing**

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas, semicolons, colons)

PO 3. Apply rules of capitalization correctly (e.g., sentence beginnings, titles, abbreviations, proper nouns)

PO 4. Apply standard grammar and usage (e.g., subject/verb agreement, simple and compound sentence, appropriate verb tenses, plurals)

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)

- **1WP-E4. Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion**

PO 1. Summarize main ideas of an oral or written presentation (*Grades 4-8*)

PO 2. Differentiate between facts and opinions in a presentation (*Grades 6-8*)

PO 3. Formulate related questions in a presentation (*Grades 4-8*)

PO 4. Express opinions relating to the main idea in a presentation (*Grades 4-8*)

WORKPLACE SKILLS

- **1WP-E5. Interpret, clarify, and evaluate a presenter's point of view**

PO 1. Explain the presenter's point of view (*Grades 4-5*)

PO 2. Compare the presenter's point of view with personal point of view (*Grades 6-8*)

- **1WP-E6. Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules**

PO 1. Deliver a factual presentation using appropriate terminology

PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

- **1WP-E7. Identify the relevant details and facts of written materials**

PO 1. Identify the purpose of written material and response expected from reader

PO 2. Identify relevant facts contained in selected written material

WORKPLACE SKILLS

- **1WP-E8. Write formal communications that have a definite audience and clear purpose; contain no gaps, omissions or assumptions which impede comprehension; and follow the proper form whether it be a personal or business letter, message, memo, manual directions or applications**

PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

PO 2. Organize ideas in a meaningful sequence using transitional words or phrases

PO 3. Write ideas that are clear and directly related to the topic

WORKPLACE SKILLS

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

ESSENTIALS (Grades 4-8)

The Essentials Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards and Performance Objectives document.

- **2WP-E2. Apply math standards 1-6 to a variety of workplace scenarios**

WORKPLACE SKILLS

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

ESSENTIALS (Grades 4-8)

- **3WP-E1. Utilize information acquired from several sources and transfer information learned in one situation to another**
 - PO 1. Research a designated topic using a wide array of information sources
 - PO 2. Analyze the information obtained from the research
 - PO 3. Classify the information obtained from the research
 - PO 4. Compare the information to a new situation
- **3WP-E2. Devise and implement a plan of action by specifying goals and constraints**
 - PO 1. Define goals and objectives
 - PO 2. Develop appropriate time line
 - PO 3. Identify constraints to achieving goals
 - PO 4. Identify resources needed to accomplish goals
 - PO 5. Develop criteria to evaluate plan of action

WORKPLACE SKILLS

- **3WP-E3. Generate alternatives, consider risks, evaluate and choose solutions**

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

PO 3. Identify risks in a designated scenario

PO 4. Assess risks and risk factors in a designated scenario

- **3WP-E4. Monitor progress and make adjustment to meet stated objectives**

PO 1. Identify activities for given objectives

PO 2. Designate assessment tasks to measure progress towards objectives

PO 3. Evaluate progress towards objectives

PO 4. Revise activities when necessary to achieve objective

- **3WP-E5. Reflect on the action taken to determine what has been gained, lost or achieved**

PO 1. Evaluate what has been gained, lost, or achieved

WORKPLACE SKILLS

- **3WP-E6. Identify a need for data, obtain it and develop a validation instrument for determining its accuracy**

PO 1. Compare the results with the criteria for accuracy

PO 2. Collect data to analyze workplace problems

WORKPLACE SKILLS

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

ESSENTIALS (Grades 4-8)

- **4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns**

PO 1. Identify characteristics of mutual trust

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

PO 4. Design action plan for negotiating concerns

- **4WP-E2. Analyze the difference between individual and group decisions and accomplishments**

PO 1. Identify the characteristics of individual decisions and accomplishments

PO 2. Identify the characteristics of group decisions and accomplishments

PO 3. Compare the characteristics of individual and group decisions and accomplishments

WORKPLACE SKILLS

- **4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member**

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities

PO 3. Develop tool to measure effort and perseverance of individual team members

- **4WP-E4. Assume leadership roles in team settings**

PO 1. Define leadership skills

PO 2. Examine self roles/skills in a group setting

PO 3. Demonstrate leadership roles/skills in a group

PO 4. Develop a tool to evaluate the roles/skills of self and group

WORKPLACE SKILLS

STANDARD 5

Students will demonstrate a set of marketable skills which enhance career options.

ESSENTIALS (Grades 4-8)

- **5WP-E1. Evaluate areas of interest and/or potential career choices**

PO 1. Identify areas of interest (such as personal, career)

PO 2. Evaluate individual skills

PO 3. Evaluate a variety of potential career choices

- **5WP-E2. Demonstrate work ethics and behaviors for success as defined by school and community**

PO 1. Identify characteristics of work ethics and behavior as defined by school and community

PO 2. Demonstrate identified work ethics and behaviors in your school and community

- **5WP-E3. Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)**

PO 1. Identify academic preparation necessary for a variety of careers

WORKPLACE SKILLS

- **5WP-E4. Identify careers which capitalize on individual strengths and interests**

PO 1. Identify areas of interest (such as personal, career)

PO 2. Evaluate individual skills

PO 3. Evaluate a variety of potential career choices

- **5WP-E5. Apply the basic academic skills to develop a resume, job application and interviewing techniques**

PO 1. Develop a resume

PO 2. Complete a job application

PO 3. Participate in the interview process

WORKPLACE SKILLS

STANDARD 6

Students illustrate how social, organizational and technological systems function.

ESSENTIALS (Grades 4-8)

- **6WP-E1. Identify the factors impacting the level of effectiveness of systems**

PO 1. Define a system

PO 2. Identify numerous systems that impact students' daily lives

PO 3. Compare how systems vary in effectiveness

PO 4. Identify how factors influence the effectiveness of a system

WORKPLACE SKILLS

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

ESSENTIALS (Grades 4-8)

- **7WP-E1. Demonstrate basic computer operation skills in a variety of applications to organize information**

PO 1. Use technology to retrieve, organize and manipulate electronic information using media such as CD-ROM, videodisks and telecommunication systems

- **7WP-E2. Use technology to organize information resources such as library and interlibrary catalog databases**

PO 1. Use organizational features of electronic information (e.g., microfiche headings and numbering; headings for accessing nested information in hypertext media, electronic media, library, interlibrary catalog databases)

WORKPLACE SKILLS

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

ESSENTIALS (Grades 4-8)

- **8WP-E1. Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task**

PO 1. Define a personal/professional goal

PO 2. Create personal/academic goals

PO 3. Develop a community service goal

PO 4. Develop a time management program

- **8WP-E2. Describe the importance of balancing home, school and community activities to reduce stress**

PO 1. Define personal stress factors

PO 2. Identify how home, school, community activities can affect stress

WORKPLACE SKILLS

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

PROFICIENCY (Grades 9-12)

- **1WP-P1. Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language)**

PO 1. Respond effectively to interview questions

PO 2. Employ suitable interview language

PO 3. Describe appropriate dress/
dress appropriately

PO 4. Exhibit appropriate body language

- **1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding**

PO 1. Respond appropriately to verbal messages

PO 2. Respond appropriately to non-verbal message

WORKPLACE SKILLS

- **1WP-P3. Communicate a clear message and respond to listener feedback**

PO 1. Formulate a clear message using acceptable format

PO 2. Respond appropriately to listener feedback

- **1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion**

PO 1. Apply group interaction skills (verbal and nonverbal)

PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)

- **1WP-P5. Maintain records and information completely and accurately**

PO 1. Identify basic record keeping skills

PO 2. Select method of record keeping

PO 3. Maintain complete and accurate system

WORKPLACE SKILLS

- **1WP-P6. Create documents (e.g. letters, memos, manuals, graphs, flowcharts, direction, reports and proposals) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation**

PO 1. Select style and format

PO 2. Establish clear purpose for a specific audience

PO 3. Use correct grammar, spelling and punctuation

PO 4. Create an acceptable document

- **1WP-P7. Respond to informal and formal speeches using illustrations, statistics, comparisons and analogies to critique the effectiveness of presentations**

Note: Adv Committee felt this concept implies two totally different concepts. The P.O.'s were developed to evaluate the effectiveness of the presentation and then formulate the response

PO 1. Evaluate the effectiveness of presentation

PO 2. Formulate a response

PO 3. Select style and medium

PO 4. Utilize appropriate tools (e.g., flow charts and illustrations)

WORKPLACE SKILLS

- **1WP-P8. Summarize information from reading material, clearly and succinctly articulating its major points and proposal**

PO 1. Identify major points from written materials

PO 2. Summarize major points clearly and concisely

- **1WP-P9. Infer and locate the meaning of unknown or technical vocabulary**

PO 1. Using available resources, determine the meaning of unknown or technical vocabulary

- **1WP-P10. Research and synthesize information and develop a written document to convey that information which is appropriate to the audience**

PO 1. Judge the accuracy, appropriateness, style and plausibility of reports, proposals, and/or theories

PO 2. Determine audience needs and interests

PO 3. Develop accurate and appropriate document(s) that synthesizes the information using accurate grammar, mechanics, and vocabulary

WORKPLACE SKILLS

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

PROFICIENCY (Grades 9-12)

- **2WP-P1. Select and use appropriate computation techniques (i.e., mental, paper and pencil, and technology) to solve problems and determine the accuracy of results**

PO 1. Select appropriate computation techniques, such as averaging, estimation, statistical techniques, and appropriate electronic calculations

PO 2. Apply selected technique to solve problems

PO 3. Evaluate accuracy of results

- **2WP-P2. Construct projections and trends from raw data, charts, tables and graphs that summarize data from real world situations**

PO 1. Evaluate data from real world situations

PO 2. Construct projections and trends

WORKPLACE SKILLS

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

PROFICIENCY (Grades 9-12)

- **3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation**

PO 1. Identify the problem

PO 2. Select needed data

PO 3. Analyze data

PO 4. Develop a plan within the context of the workplace to solve problem

- **3WP-P2. Identify and allocate available resources (e.g., time, money, materials, facilities and human)**

PO 1. Identify available resources

PO 2. Allocate resources

- **3WP-P3. Design and justify solutions by tracking and evaluating the results**

PO 1. Design justifiable solution

PO 2. Monitor results

PO 3. Evaluate results

WORKPLACE SKILLS

- **3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements**

PO 1. Demonstrate the ability to apply new information to changing situations and requirements

- **3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems**

PO 1. Integrate existing ideas and information in new ways to solve a problem

- **3WP-P6. Develop an inventory record-keeping system to maintain data and information in a systematic fashion**

PO 1. Determine record keeping needs based on the nature of data

PO 2. Develop appropriate record keeping system

WORKPLACE SKILLS

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

PROFICIENCY (Grades 9-12)

- **4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills**

- **4WP-P2. Understand group dynamics**

PO 1. Identify personal qualities

PO 2. Demonstrate an understanding of group dynamics

PO 3. Work well with others

PO 4. Teach others new skills

- **4WP-P3. Work toward consensus by exchanging resources and resolving divergent interests**

PO 1. Demonstrate the ability to reach consensus (by resolving divergent interests)

- **4WP-P4. Monitor individual performance and team effectiveness**

PO 1. Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals

WORKPLACE SKILLS

- **4WP-P5. Provide constructive feedback**

PO 1. Define feedback criteria

PO 2. Give constructive feedback to team participants that strengthens individual and group's performance

- **4WP-P6. Assume leadership roles in team settings to accomplish tasks**

PO 1. Communicate thoughts and ideas to clarify roles and responsibilities

PO 2. Delegate tasks and responsibilities effectively

PO 3. Motivate team to accomplish tasks

PO 4. Evaluate team effectiveness

- **4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects**

PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

WORKPLACE SKILLS

- **4WP- P8. Negotiate solutions to identified conflicts by separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and insisting on the use of objective criteria**

PO 1. Apply negotiation skills to solve conflicts

- **4WP-P9. Work and communicate with diverse clients, customers and community to satisfy their expectations**

PO 1. Identify/define expectations of clients, customers and community

PO 2. Develop a plan to meet those expectations

PO 3. Implement plan

PO 4. Evaluate plan

WORKPLACE SKILLS

STANDARD 5

Students will demonstrate a set of marketable skills which enhance career options.

PROFICIENCY (Grades 9-12)

- **5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities**

PO 1. Assess career interests, aptitudes and abilities

PO 2. Develop a career pathway plan

PO 3. Evaluate and revise plan, as needed

- **5WP-P2. Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques**

PO 1. Demonstrate job acquisition skills as defined by the instructor

WORKPLACE SKILLS

- **5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life**

PO 1. Define ethics and effective workplace behaviors

PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

- **5WP-P4. Demonstrate marketable occupational skills for an entry-level job based on career interests**

Note: This is an observational concept as opposed to a testable concept. This concept becomes the culmination of the previous three concepts. Demonstration of marketable occupational skills will be unique to each individual based on career interests and through and with the coordination of the counselors, teachers, parents and students

WORKPLACE SKILLS

STANDARD 6

Students illustrate how social, organizational and technological systems function.

PROFICIENCY (Grades 9-12)

- **6WP-P1. Draft and interpret an organizational chart**

PO 1. Design an organizational chart

PO 2. Interpret an organizational structure

- **6WP-P2. Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services**

PO 1. Describe alternate workplace systems with reference

PO 2. Evaluate the quality and performance of workplace systems

PO 3. Distinguish trends in workplace systems

PO 4. Generate recommendations for improvements/modifications to existing workplace systems

- **6WP-P3. Understand how changing a component of a system (e.g., changing how employees are assigned to work shifts, using the Internet) impacts the whole system**

PO 1. Analyze the cause and effect relationships within a real world

WORKPLACE SKILLS

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

PROFICIENCY (Grades 9-12)

- **7WP-P1. Select and use appropriate technology to organize, send and receive information**

PO 1. Identify available technological tools

PO 2. Employ appropriate tools to organize, send, and receive information

- **7WP-P2. Analyze the impact of technological changes on tasks, people and society**

PO 1. Define technology as it relates to tasks, people, society, and careers

PO 2. Analyze the impact

WORKPLACE SKILLS

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

PROFICIENCY (Grades 9-12)

- **8WP-P1. Set and prioritize their goals, estimate the time required to complete each assigned task, and prepare and follow the timeline/schedule**

PO 1. Develop a written personal/professional plan

- **8WP-P2. Prepare a short- and long-term personal budget; make expenditure, revenue and savings forecasts; maintain proper records**

PO 1. Implement a written personal financial plan

- **8WP-P3. Evaluate the impact of health choices (e.g., smoking, substance abuse, exercise) on personal and professional well-being**

PO 1. Describe the effects of health choices on a person's well being and his/her ability to complete work tasks

PO 2. Analyze and evaluate the impacts of health choices

- **8WP-P4. Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction**

PO 1. Develop written strategies for personal and career satisfaction

WORKPLACE SKILLS

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

DISTINCTION (Honors)

- **1WP-D1. Deliver a polished or impromptu speech that is organized and well suited to the audience, using effective body language and voice inflection to clarify and defend positions**
- **1WP-D2. Conduct a thoughtful interview, taking appropriate notes and summarizing the information learned**
- **1WP-D3. Use clear, concise and cogent language when presenting analytical responses to workplace literature, conveying technical information, and explaining complex concepts and procedures**
- **1WP-D4. Plan and produce an effective visual technical report or display**
- **1WP-D5. Draw conclusions and make predictions from technical information and data**
- **1WP-D6. Identify a problem, conduct research, and summarize the findings and solutions, using sources such as technical journals and government publications to support the original thesis**
- **1WP-D7. Express and defend their points of view by formulating sound, rational arguments and applying the art of persuasion and debate**

WORKPLACE SKILLS

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

DISTINCTION (Honors)

- **2WP-D1. Analyze inferences from charts, tables and graphs that summarize data**
- **2WP-D2. Use appropriate technology to display and analyze workplace data**
- **2WP-D3. Evaluate data for interpretation and prediction**
- **2WP-D4. Test possible solutions using appropriate statistics**

WORKPLACE SKILLS

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

DISTINCTION (Honors)

- **3WP-D1. Apply a continuous improvement process to an existing business**
- **3WP-D2. Conduct comprehensive workplace needs assessment, communicate their findings to the employer, and develop and defend a set of proposed solutions to address the needs**

WORKPLACE SKILLS

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

DISTINCTION (Honors)

- **4WP-D1. Demonstrate teamwork and negotiation skills in innovative and effective ways to accomplish tasks**
- **4WP-D2. Pursue difficult and challenging leadership roles**

WORKPLACE SKILLS

STANDARD 5

Students will demonstrate a set of marketable skills which enhance career options.

DISTINCTION (Honors)

- **5WP-D1. Evaluate goals and career options and adjust their career plans accordingly**
- **5WP-D2. Increase academic and occupational skills to become more marketable**
- **5WP-D3. Evaluate career plans on a continuous basis to determine appropriate educational strategies**

WORKPLACE SKILLS

STANDARD 6

Students illustrate how social, organizational and technological systems function.

DISTINCTION (Honors)

- **6WP-D1. Predict the impact of actions on system operations, diagnose deviations in the function of systems/organizations, and take necessary action to correct performance**
- **6WP-D2. Anticipate and project potential modification of systems to meet the needs of a changing society**

WORKPLACE SKILLS

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

DISTINCTION (Honors)

- **7WP-D 1. Demonstrate computer operation skills such as computer-aided drafting and computer-integrated manufacturing with other technologies in a variety of applications within a workplace setting**
- **7WP-D2. Design technologies which go beyond any existing technology**
- **7WP-D3. Adapt technology use to expand academic and personal growth**
- **7WP-D4. Identify or solve problems with computers and other technologies**

WORKPLACE SKILLS

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

DISTINCTION (Honors)

- **8WP-D1. Design a request-for-proposal process**
- **8WP-D2. Maintain a personal management system by setting goals, managing resources, and balancing life choices to accomplish career and life satisfaction**
- **8WP-D3. Select relevant goals, prioritize them, allocate time to each, and prepare and follow schedules when solving workplace or school projects**
- **8WP-D4. Organize and efficiently allocate material, facilities, supplies, parts and equipment to optimize their use in personal and professional goal attainment**
- **8WP-D5. Prepare budgets and make cost and revenue forecasts in a business, reconciling differences between inventory and financial records, and projecting resource needs over time**

WORKPLACE SKILLS

- **8WP-D6. Design a task analysis flow chart**
- **8WP-D7. Assess knowledge and skills, delegate work accordingly, evaluate performance and provide feedback on human resources when working on a team project**
- **8WP-D8. Design a computer-generated workplace document with narrative and graphics, using desktop publishing software**
- **8WP-D9. Demonstrate an understanding of First-In First-Out (FIFO), Last-In First-Out (LIFO) and Just-in-Time inventory systems**
- **8WP-D10. Develop a workplace staffing plan and write job descriptions**
- **8WP-D11. Develop a bill processing system**